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ABSTRACT

The bulk of the Pakistani educational materials listed in this annotated bibliography was published between October and December, 1969. The 128 entries are arranged under 31 categories covering many aspects of education. (DO)

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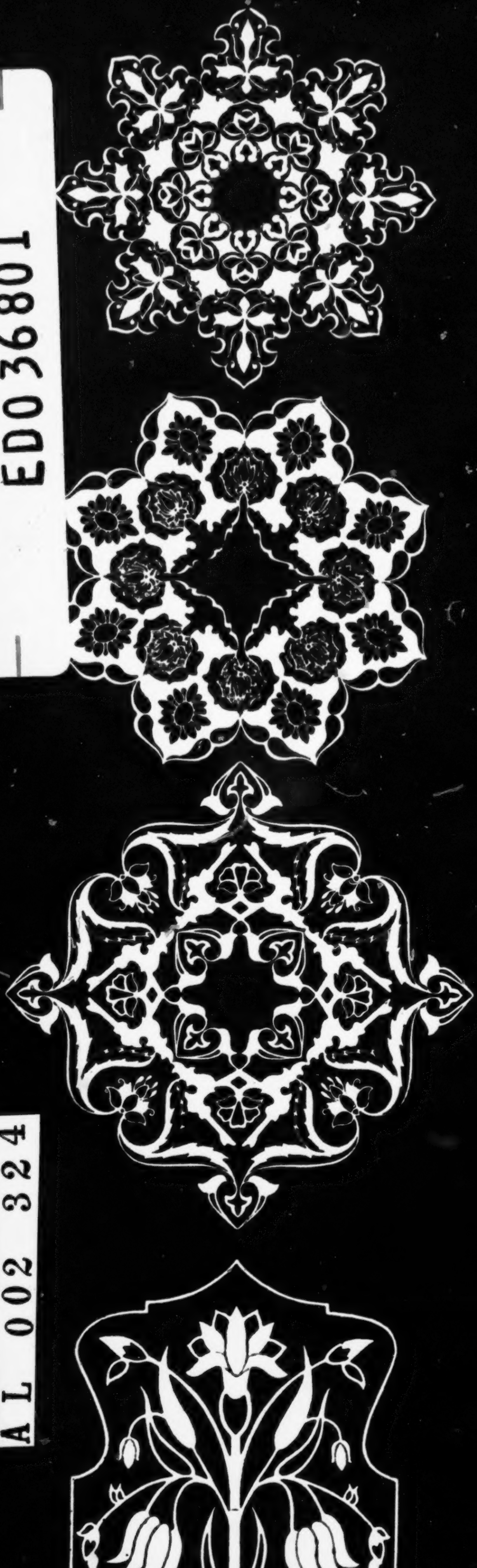

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Editor:
ISMAIL SAAD

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ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. BUSSMAN, Peter J. and NASIR, K.D. Statistical Index of Educational Institutions in West Pakistan --- USAID (Rawalpindi) 55 p. 1969.

This is a statistical survey of the educational facilities in West Pakistan conducted under the aegis of USAID office in Pakistan. A similar survey has already been conducted in East Pakistan.

The survey report is divided into five parts according to the types of education. The first part deals with general education, second with higher education, third with teacher training, fourth with technical and vocational training, and fifth with pre-service and in-service training. Each part begins with a short introduction outlining the educational activity in the relevant field. The statistical information relates to the academic year 1966-67. A bibliography of both primary and secondary sources and an organizational chart of the educational institutions appear as appendices at the end.

2. KAZMI, Hasnain. Niji Ta'aleemi Idaron ke Masail (The Problems of Private Educational Institutions) --- Fikro Khyial (Karachi): 7(10) 16-17. 1969 (U).

Recently a number of malpractices in private educational institutions have come to light. This is a serious matter, and we should look into it thoroughly to find out the root cause of these malpractices. At present there are about 50 colleges in Karachi, out of which only 8 colleges are run by the government. About 40,000 students are studying in these colleges. The administration seems to have failed in providing necessary educational facilities to the population of Karachi. The result is that private institutions have come into the field to deal in education as a trade commodity. This commercialization of education has given rise to all sorts of malpractices. The government grant to private institutions has failed to reach the right hands. Really useful institutions never received the necessary funds, whereas the black sheep prospered in the name of education.

The government should look into the matter and give increased financial help to the deserving institutions. It is suggested that an Education Foundation should be formed to finance the educational projects of Karachi.

3. SHAMI, Perwaiz. Educational Administration --- Pakistan Review (Lahore) 17(10): 18-20. 1969.

Education in the country is today at a stage where it can productively contribute to national progress. This is the stage when it is necessary to redefine the scope and concept of educational administration. The very nature of the administrative process in education calls for constant adjustment and change. We have to build up our own understanding of it with reference to our particular aims of education and our own school system. Pakistan's national factors and traditions must determine the nature of the administrative process. The present rapid reforms and innovations of educationa demand corresponding reorganizations and reorientations in educational administration. The recognition of the concept that education is an investment in human skilled resources and is a principal determinant of general economic welfare must also change the spirit of administration.

ADULT EDUCATION

4. BISWAS, Mohammad Shujauddin. Bayoska Shikkha (The Adult Literacy) --- Dainik Pakistan (Dacca). December 2, 1969 (B).

The present definition of adult literacy as teaching an adult the alphabets of a language and enabling him to sign his name appears to be of questionable value. Adult literacy can make significant contribution if its scope is extended to include those adults also who have some education and are now interested in extending it. A significant number of adults fall in the category of semi-educated persons who were forced by circumstances to discontinue their studies. These persons should be encouraged to appear for the Matriculation or B.A. examinations even at an advanced age of forty, fifty or sixty. These men can promote literacy, as they would be willing teachers after completing their education. They will also be able to teach their children.

5. KHAN, Ibrahim. Amadera Nirakkharata Samasya (Our Illiteracy Problem) --- Sandhan (Islamabad) V(10): 49-51. October 1969 (B).

The writer stresses the importance of education in general and adult education in particular for the advancement of the nation. Islam places special emphasis on the importance of education. The writer proposes legislative measures to promote literacy.

These suggestions are: 1) literacy should be made a prerequisite for marriage, 2) no convicted person should be allowed to come out of the jail till he is literate, 3) no illiterate person should be given a licence even for driving a rickshaw or a bullock-cart, 4) literacy should be made a condition for voting, 5) no job should be provided to any applicant till he has taught at least five adults, 6) partial tax exemption should be given to the adult who gets education on his own will, and 7) students should be required to help remove illiteracy during their vacations.

6. SAAD, Ibrahim. Status of Reading and Follow-up Material in Pakistan --- Jamia Educational Quarterly (Karachi) 10(4): 46-49. 1969.

The chief hurdle in the promotion and retaining of literacy has been the dearth of reading and follow-up material. An assessment of the present available reading and follow-up materials in Pakistan has been made to determine the nature and quality of the new reading material needed for the literacy compaigns in the country. The areas which deserve special attention in this respect are the special literacy requirements of the farmer, the industrial worker, and the female population. There are also other fields like community development, arts, and crafts, and religious knowledge, in which special follow-up material is needed. The writer also touches upon the problems involved in the preparation and production of reading and follow-up material as well as in its distribution.

7. SULAYMAN, M. A Forum for Adult Education --- Morning News (Dacca) December 6, 1969.

The first step in launching a program for adult education is the recruitment and training of potential leaders and development of leadership. A leader emerges when a group of people are faced with a common problem and feel the need of a leader to solve it. The characteristics of good leadership are: a) the leader should be one from the group; b) he must not claim superiority; c) he must not strive for power; d) he must have no ambition for leadership; e) he must be humble, unassuming and democratic; and f) he must have the ability required to solve the problem.

CHILDHOOD EDUCATION

8. MIRZA, Laeeq. Punishment and Reward in Tender Years --- Dawn (Karachi) November 23, 1969.

> The most persistent question in the life of a person who is in any way responsible for the upbringing of a child is that of the ways and means of eliminating the undesirable and encouraging the desirable in the child's behavior. Nature and society have entrusted parents and teachers with the greater part of this sacred duty. Wherever we meet punishment we see it answering to the needs of the one who administers it and not of the one who is punished. Real life data and studies of cultural patterns reveal that punishment is only a temporary deterrent and can create serious psychological problems. Reward denotes a positive approach toward child behavior. Rewarding does not simply mean bribing the child, the reward which a child values more than anything else is the love and attention of the parents. Fruits of reward are long lasting, as it helps to create a desire in the child for the repitition of the rewarded act.

9. MIRZA, Laeeq. Sources of Anxiety in Children --- Dawn (Karachi) October 26,1969.

> Anxiety is the main instrument of social training and its pattern is fixed during childhood. Anxiety, like pain, is intrinsically a protective mechanism. Tendency to do the forbidden act arouses anxiety, and therefore it is avoided. This is generally very helpful and without permanent damage to the personality of the child. Sometimes, as a result of unmanageable tensions within the nervous system, anxiety is stimulated to alarming proportions and causes frustrations. It is this malfunctioning and jumpiness of the organism which should be guarded against. Frustration is the result of denial of the wishes of the child. Stress comes from the demands of the parents which are not in keeping with the capabilities of the child. The range of achievements of a child is limited, and no two children have the same capabilities. If the parents fail to discover and accept these facts they may blaming the child for no fault of his own. Many a child has been made to fear the school because of the inordinate demands of parents.

10. ROUSHAN, Gulap. Kinder Garten Samparkey Kayekti Kotha (Few Words About Kinder Garten) --- Purbadesh (Dacca) 1(116): 6. December 10, 1969 (B).

The writer describes the gradual development of the kindergarten system of education and highlights its purposes and characteristics. There is a description of the experiments and contributions of the German educators, Overline and Froebel. Kindergarten method seeks to develop the child and his mind through a natural process in a pleasant and jovial atmosphere. The system is designed to impart education to the child through his surroundings and nature. The prime responsibility of the teacher as also of the parents is to observe the changes in the mind of the child and to direct his thinking in a moderately controlled manner. At present two methods are popular at the kindergarten level - one is propounded by the Italian educator Dr. Montessori and the other by the American educator Miss Helen Parkhurat.

11. SULTANA, Shahna. Shishukey Shabolombon - Shikhan (Teach the Child to be Self-Reliant) --- Begum (Dacca) XXII (49): 14. November 9, 1969 (B).

Mothers should make conscious effort to teach their children self-reliance. They should be taught to do their own work such as to carry their own bags, books and pencils to schools. They should be encouraged to put on their clothes without the help of others.

12. SULTANA, Shahna. Shishukey Pranbanta Korey Tulun (Help the Child to be Lively) --- Begum (Dacca) XXII (3); 14. December 28, 1969 (B).

The writer discusses some factors which hinder the normal mental development of a child, and suggests some measures for his proper upbringing.

The parents should not press their children too much to study and should allow them to mix freely with their playmates. They should not be looked down upon. The parents should create a friendly atmosphere at home and encourage initiative and vigour in them. Children are naturally imitative, and they generally imitate their parents in style and manner. Parents should teach their children correct pronunciation. Children will be lively and spirited if the parents are polite and sweet-tempered toward them.

13. ZUBERI, Mohammed Husain Khan. Bachchon Ki Ta'aleem-o-Tarbiat Aur Waledain (Parent's and the Training and Education of Children --- Fikro Khyia (Karachi): 7(11,12) 8-12. 1969 (U).

Time and again children run away from their homes. What are the factors that give risk to such behavior?

The correct pattern of home life is that love and kindness from the parents are requited with respect and obedience from the children. This pattern of behavior is the basis for the proper upbringing of the child. It is in the home that the character of the child is built. If a child finds his parents overbearing and harsh, he rebels. It is wrong on the part of the parents to assume that the child will implicitly obey everything they say, especially so in the case of grown-up children. This does not however, mean that children should be given licence to do whatever they like.

The proper upbringing and training of children is a difficult task. Parents should show exemplary behavior before their children. It is wrong to expect children to behave in a way that their parents themselves do not follow. Parents should also keep in mind the changing values of the time. It is they who have to adjust themselves to the change.

COMPARATIVE EDUCATION

14. AHMAD, Hafiz Nazar. Saudi Arab ka Nizame Talim (Saudi Arabia's System of Education) --- Sanvi Talim (Lahore 2(4): 67-86. 1969 (U).

This is an outline of the educational set up in Saudi Arabia. Education has received increasing attention during recent years, and is free and compulsory at all levels in Saudi Arabia. Government interest in education took an organizational shape in 1954 when a ministry of education was formed with four departments: 1) Elementary Education, 2) Secondary Education, 3) Cultural Relations, and 4) Physical Education. The ministry has divided the country into educational districts, each district being independently responsible for its education. The allocations for education which were 8.5 per cent of the national budget in 1954 were 12.37 per cent in 1967. The number of schools has increased from 316 to 1,417 and the school population from 39,920 to 174,514 students. The country has two professional colleges and three universities. Details of education at different levels are given in tabular form in the data of educational progress.

15. HARVEY, John F. and Afsar Mansourzadeh. Iran's First Library School --- Eastern Librarian (Dacca) III(4): 77-80. June 1969.

The writers introduce Iran's first library school which was established in 1956. The school is located in the college of Education of the University of Tehran. It offers (a) two years' Master's degree program in the English language, and (b) a part-time Persian and English undergraduate minor in library science. The curriculum is American oriented but course work is adapted to the Iranian library situation. The school has semester system, and 36 semester hours are required for Master's degree to be completed in four semesters. The article discusses the Department's administration, its placement service which is provided by the Departmental Chairman, enrolment condition and system of admission, and also of its activities in respect of research and publication.

16. MANSOURZADEH, Afsar and John F. Harvey. Research --- Eastern Librarian (Dacca) III(4): 23-58. June 1969.

The writers give a resume of research activities in Iran and set forth some necessary conditions for carrying on research. The article outlines the characteristics of research analyses, research patterns, and research objectives in different subjects. The difference between practical research and historical or theoretical research has been described. Different research approaches -- team approach and individual approach have been identified and the place and importance of library in research programs have been pointed out.

17. RIAZ, Mohammed. Jadeed Iran Ka Nizaam-e-Ta'aleem (The Educational System of Modern Iran) --- Fikro Khyial (Karachi): 7(9): 14-21. 1969 (U).

The educational system of modern Iran is an amalgamation of the French and the American systems of education tempered with the Islamic and nationalistic values. Education in Iran starts at the kindergarten stage which is called Koodistaan. This phase of education is not meant for all children. For them the begining is made in Dabistaan, that is, primary schools. In primary schools elementary teaching of all subjects is provided. Important among the subjects are mother tongue i.e., Persian, Arabic, social studies, religion, simple arithemetic and science. The most important stage of education in

Iran is that of Dabeeristaan, that is, higher secondary. It is in this stage that basic general education is completed. Those who want to go in for advanced education, are provided necessary facilities, and those who are not in a position to continue further education, can select professional lines at this stage. It is obligatory for the teacher of Dabeeristaan to be well-trained in the art of teaching. He has to undergo four years' training to qualify for the teaching job in Dabeeristaan.

The writer discusses in some detail other relevant education problems of Iran like text-books, examinations, administration of educational institutions, and teacher status.

CURRICULUM

18. MOHIY-UD-DIN, Mohamed. Claims of Languages in Our Curriculum --- The Punjab Educational Journal (Lahore) LXIV(3) 3-18, 1969.

The Curriculum Committee set up by the government has to give much greater attention to languages than any other group of subjects. We know that proficiency in languages constitutes the basis on which the superstructure of knowledge can be raised. The question is whether the Curriculum Committee has succeeded in assigning to the languages a place befitting their importance. The importance of languages in the cirriculum is a debatable subject, and the writer, presenting in detail various views on the importance of languages, concludes that mother tongue as well as foreign languages should necessarily be given the place they deserve in any scheme of education.

The analysis of the linguistic pattern of East and West Pakistan is presented, and the recommendations of the Curriculum Committee have been discussed in some detail. The writer does not agree with the recommendations and presents his own point of view.

19. SIDDIQUE, Hafizur Rehman. Nisaab Ke Tajdeed (Revision of the Syllabi) --- Jang (Karachi) November 25, 1969 (U).

It is heartening to see that education is receiving due importance in the country, and steps are being taken to improve the present setup. But the education syllabi are the same that were introduced during the British rule. However, the consensus is for changing the present syllabi.

The present syllabi have no utility for us, especially in view of the fact that they were the product of the sixteenth - and the seventeenth - century Europe, and bear the stamp of atheism of the time. Moreover, the present syllabi were framed for the European society and not for our special national needs. They bear no relation to the Islamic system of life. The reshaping of the present syllabi is an urgent necessity. However, any change in the syllabi should follow thorough research in every branch of knowledge. Special research departments should be formed for this purpose.

This is a big job that needs a lot of resources. However, a start can be made with a few subjects, beginning with the subject of social studies.

DEVELOPMENT OF EDUCATION

20. Educational Statistics for Pakistan 1963-1964 --- Central Bureau of Education (Karachi) p. 69. 1969.

Educational Statistics, a publication in Statistical Bulletin Series, gives basic data on the progress of education in Pakistan. The primary purpose is to cater to the statisticall needs of educational administrators, educational planners, manpower planners and others interested in the development of education in Pakistan.

The data presented in this Bulletin indicate quantitative progress in the field of education during the year 1963-64. The number of all types of educational institutions for all Pakistan increased from 68,875 in 1962-63 to 72,332 in 1963-64, showing a net rise of 3,457 institutions. The total enrolment for all Pakistan increased from 8,187,929 to 8,973,040 representing an overall increase of 785,111 students. The number of teaching staff rose from 232,086 to 254,745, the rise being 22,659 teachers. The total Government expenditure on education rose from Rs.569.5 million to Rs.712.3 million indicating a rise of Rs.142.8 million.

21. GILANI, A.C.S. Education in North West Frontier Region --- March of Education (Karachi) 1(2): 77-86. 1969.

This is a brief report of the educational progress in the North West Frontier region of West Pakistan. Till the establishment of Pakistan the region was educationally one of the most backward areas of the subcontinent. There were only three colleges and few primary and secondary schools in the whole region. Before independence a few efforts were made to spread education in the province, and Dar-ul-Ulum Islamia College was founded.

Real progress in the field of education began after independence and a number of schools were opened throughout the province. Schools were built even on the hilltops. In 1950 a full-fledged university was established, The educational progress thus made in the province is shown in two tables. The first table shows the present position of educational institutions, enrolment and the number of teachers at every stage of educational reform. The second table gives the expenditure on education during 1967-68 in the province.

EDUCATION GOALS

22. AHMAD, Salahuddin. The Unwholesome Conflict in Educational System --- The Wave (Khulna). December 6, 1969.

A fruitless controversy, gradually growing in bitterness and dimension, is currently raging between two groups of the student community, one championing the cause of secular education and the other upholding education based on religion. The attitude of the first group seems to have stiffended just after the announcement of the new proposals for education by the present government, probably at the prospect of Islamiyat being made compulsory for high school classes IX and X. It is true that in Pakistan secular education alone is not sufficient. We also want our children to be imbued with the fundamentals of Islam that have been swept away by the various currents and cross currents of alien thoughts and ideas. But this does not warrant or justify the exploitation of an educational issue by some of the top political leaders in the name of Islam, and the creation of a rift among the students.

23. BELAL, Asadullah. Shikkha Prasangey (Regarding Education) --- Purbadesh (Dacca) 1(109): 6. December 3, 1969 (B).

The article discusses the aims of education, with special reference to the educational situation in Pakistan. The aim of education is to develop the latent faculties of man.

Education should help the growth of human personality which in its turn contributes to the growth of society and the state. Good education inspires men in their endeavors to achieve higher and nobler objectives and at the same time builds their character through self-control. Good education brings discipline in society and the state. The aim of education in our country is very limited. This kind of education is detrimental to the well-being of the individual and the society.

24. UMAR, Jawaid. Education and the Destiny of Pakistan (Part I: Philosophy and Perspective of the Problem --- Criterion (Karachi) IV(6): 20-28. November-December 1969.

The present system of education has cut itself away from the traditions and values of the past. There is an ever-growing conflict between the materials and the spiritual side of man's life and between the objective and subjective ways of thinking. There should be a continuity of traditions and values from the past to the present and a balance between the material and spiritual aspects of human life. Only a reasonable faith can give coherence to the wholeness of experience, and a truly human education based on such faith can bring an end to the existing chaos. The writer discusses the various 'ism' while discussing the educational ideals and concludes that the system of education should be one that is based on Islam. Islam recognizes an evolving universe animated by the aspirations of eventual triumph of man over Nature. A consistent educational philosophy based on Islam can provide the possibility of improvement not only in the behavior of man but also in his chances of ultimate control over Nature.

25. SHEIKH, Aziz Ahmad. Education and National Development --- The Sahiwal (Sahiwal Government College Magazine) 1(1): 3-10. August, 1969.

The writer compares the educational system in Pakistan with the systems in Europe in the light of his own experiences. In the European countries the quality and contents of education are related to the needs and resources of the countries concerned, and education helps to accelerate the pace of national development. He particularly mentions his experiences in Denmark. In Pakistan the educational system has yet to subserve the object of national development. The system is materially useless, because it discourages the production of marketable skills. The curricula are overburdened with much that is vague and utopian. Thus the system cannot prepare the youth of the country to contribute to the development of the country.

The writer suggests radical changes in the existing educational structure as it was done in Denmark during the Post-Industrial revolution period. The curricula should correspond to the needs and demands of the community and to the resources of the country. The resources of the country should be surveyed and developed by the use of the skill of the people acquired through home and regional oriented education. Much emphasis has been laid in those countries on the inclusion of agriculture in the curricula, and different subjects of hereditary vocations have been made compulsory for the individual groups of students coming from the families engaged in those profession. The general emphasis of the writer is, however, on vocational education from the elementary to the higher stage.

26. ZAMAN, Hasan. Education and Ideology --- Enterprise (Karachi) XVIII (September-October): 14-16. 1969.

Ideology plays a vital role in any system of education. Islam is our ideology and Islamic education, therefore, our goal. The primary purpose of Islamic education is to build up the Islamic mind. Islam is not merely a code of religious instructions but also a complete way of life. Islamic education is not confined to Madrassas. True Islamic education takes care of spiritual as well as secular life. It builds human personality as a whole.

There is no conflict between religion and science in Islam. Islam is the cementing force in a society and science is the mechanism of its advancement. A scientist does need religion to become a complete man. Islamic teachings should be imparted in both disciplines, art and science. It must also be remembered that Islam itself stands for secular education. It urges man to study nature and all the aspects of man, matter and society. Islam is opposed to that type of secular which education/separates religion from life, politics, economics, morality and education.

It is suggested that Madrassa system should be improved by suitable changes in the syllabus and in the method of teaching.

EDUCATION PLANNING

27. NAWAZ, Mohammad. Afradi Quwwat ke Lie Talim men Rehnumai (Educational Guidance for the Development of Human Resources) --- Sanvi Talim (Lahore) 2(4): 49-66. 1969 (U).

In developing countries educational planning is based on the concept of human resources development. Planners in Pakistan will base their estimates on the quantity and quality of present manpower and the future demographic trends in the country. The changes called for in the educational system are: 1) Reassement of educational objectives in the light of individual and national needs, 2) Broad and flexible curriculum, 3) Individual attention, and 4) Better planning and coordination within the educational system. A critical survey of our education on these lines will reveal the great need of technical and professional education at different levels, especially at the secondary school level. The writer discusses the requisites of technical and vocational education, and the great need for vocational guidance in schools. Outlines of a proposed program of vocational guidance have been drawn and discussed.

EDUCATION REFORMS

28. ASHRAF, S.A. The New Education Policy --- Enterprise (Karachi) XVIII (September-October): 11-13. 1969.

The proposed new education policy enunciates three principles. about the role of languages in education: 1) both the national languages to be learnt by each Pakistani, 2) the introduction of national languages as the media of instruction at all levels, and 3) the relegation of English to a minor status in national life. We have to examine the facts on which these principles rest and to see how far and how best they can be implemented.

The problem of putting these problems into practice is difficult. At present, it is wise to confine the introduction of the national languages to the undergraduate level. It is a fact that neither Urdu nor Bengali can be an adequate substitute for English as a common language at least for some time. It is wrong to totally ignore English as the medium of instruction. It has to be retained as an optional medium of instruction at the university level, and the introduction of national languages should be only gradual.

English is an important language, and we cannot do away with it for long time to come. It must be retained as a compulsory language in schools at least from class VII onward.

29. ATAUR RAHIM, Syed. Nai Talimi Policy (New Educational Policy) --- Fikro Khiyal (Karachi) 7(10): 14-15. 1969 (U).

The writer briefly comments on the new educational policy proposals announced by the Government, and commends the spirit which motivated these proposals. The emphasis on Pakistani ideology, national languages in the new policy is a step in the right direction and deserves greater attention from our educators. A comprehensive scheme of translations and writing of textbook and other literature is needed to successfully implement the proposals regarding the use of national languages for class-room instruction. The writer critically examines the present system of examinations, and suggests its replacement in the light of the American system of examinations.

30. CHOWDHURY, A.K. Prastabito Shikkhaniti ki Shomassar Shamadhan Korbe? (Will the Proposed Educational Policy Solve the Problems?) --- Dainik Pakistan (Dacca): October 10, 1969 (B).

The writer discusses the major drawbacks in the field of education, in the light of the new educational policy. The country has received a serious set back in the educational sector during the last few years. The percentage of literacy has remained static. No progress has been made in improving the standard of education. Despite many complaints, the Textbook Boards have failed to bring out quality textbooks. The problems of educated unemployment has alarmingly increased. The present number of unemployed literate individuals is three hundred thousand. This number is rapidly increasing. The Government will have to make concerted effort to solve these problems.

31. HAQANI, Rana Ashfaq Haider. Education Reforms --- Haqani Review (Lahore) Ferozsons. pp. 52. 1969.

This is a review of the new education policy. The discussion is divided into four chapters: 1) General; 2) Instruction; 3) Administration; and 4) Miscellaneous. Comments on the various newspaper articles on the policy are also given in order to clarify the point of view of the writer. Specific suggestions made by the writer are: i) Compulsory teaching of Urdu and Bengali in both wings of the country; ii) Compulsory teaching of the Holy Quran; iii) Compulsory teaching of English from classes V to X; and iv) Educational emphasis on character building and concentration on the inculcation of moral values, healthy habits, spirit of sacrifice and cooperation. Numerous other suggestions regarding adult education, agricultural and industrial education, training and research, and educational administration have been discussed.

32. JALAL, Syed. Education Policy --- Dawn (Karachi) October 22, 1969.

The proposal in the new education policy to introduce national languages as the medium of instruction is severely criticized. English has to stay, whether we like it or not, as the medium of instruction. With national languages alone, it is not possible to keep pace with the all-round development in scientific and technical fields. Our country is not rich or resourceful enough to go in for such a radical change in the education system. Furthermore, English is the only language that serves as a link between the two wings of the country. For cohesion and integration in the past, the role of the English language is known to all.

There are many other problems in the field of education which require the attention of our planners. Lack of uniformity in holidays, long vacations, and the system of examinations create great difficulties. Similarly, the differences of syllabi at different places are a great hardship on students.

33. A Look at the New Educational Proposals --- Jamia Educational Quarterly (Karachi) 10(4): 13-19. 1969.

The emphasis placed by the new educational proposals on national consensus is likely to lead to regimentation. The proposals leave little freedom for parents to decide upon the type of education they want to provide to their children. If Government desires that private sector should play its role in the advancement of education, it should allow some scope for freedom of action to private institutions. The Government and public at large would do well to recognize that institutions of different types render a positve service to the nation by helping the growth of individuals with different types of personalities, mental outlook, attitudes, values and capabilities. The writer also critically surveys the educational proposals which relate to conscription in education to organize a national literacy corps, and to affiliating universities.

34. MANZOOR, Shafi. How to Ideologise the Proposed Education Policy --- Dawn (Karachi) December 14, 1969.

Pakistan was intended to be a democratic state with a social order that will not, at any time and in any respect, come into conflict with any of the fundamentals of Quran. Education is the most important means of determining what kind of people we are going to be. In framing our education policy we have to see to it that it remains wedded to our ideology. With a view to ideologizing our education the writer proposes the introduction of courses of studies with special Pakistani orientation. Besides providing for the requisite ideological grounding in its elementary stages, our new system of education must include from the post-elementary stages right up to the top research level a specialised field of studies, to be designated as 'faculty of Pakology'. This faculty should be the main branch of our educational system, and the elective and compulsory subjects under this faculty should be related to Pakistani life, culture and religion. The writer amplifies his suggestions in different sections of the paper.

35. RAHMAN, M.A. New Education Policy --- Pakistan Observer (Dacca) December 31, 1969.

This is a comment on the new education policy proposals. For the primary level the writer suggests that: a) The compulsory school-going age for children should be raised from 5 to 6 years in order to reduce drop-outs and to improve their physical growth; b) The duration of schooling should be seven years (6 to 13); c) The media of instrucction should be the regional languages without any exception at this stage; and d) There should be compulsory religious education for seven years (6 to 13). The teaching of national languages as a compulsory subject must be included in the primary school curriculum. At the secondary level the school should be so designed as to prepare pupils for entry to industrial, commercial and agricultural occupations as well as to universities. The duration of secondary education should be five years (13 to 18), of which the first two years (13 to 15) should be devoted to general education as an observation period for the assessment and evaluation of the students' abilities, aptitudes, and their particular individual needs. There should be only one type of secondary school, in order to cut down social barriers and to provide equal educational opportunity for all.

The aim of higher education should be specialization in the higher fields of technical and vocational professions. University education should, therefore, be restricted to a limited number of students.

36. ZAMAN, Rafe-uz. Brief Comment on Certain Aspects of the Proposals for a New Educational Policy --- Jamia Educational Quarterly (Karachi) 10(4): 20-32. 1969.

It appears that the problems involved in the proposed rapid expansion of elementary education together with an all-out compaign for adult education have not been recognized adequately. The need to improve the quality and standards of education and the expansion of vocational education has been stressed. We have neither the financial nor the even more important trained and qualified human resources to do all this at once within a period of some 10 years. If clear priorities for stage-by-stage progress and consolidation are not adopted, we shall face further deterioration in standards, higher drop-out and wastage rates, and mounting unemployment of the semi-educated.

ELEMENTARY SECONDARY EDUCATION

37. ABDUR RAUF. Madrase ki Zindagi (The Life in School) --- Qandeel (Lahore) 42(20): 19. 1969 (U).

When a child first goes to school he experiences the biggest change in his life. It is a completely new world for him. Here he meets different children. He works and plays with them. He learns to cooperate with others and he learns to obey his elders.

Primary stage of education is a very delicate stage in a child's life. From a protected and loving environment he goes to a place which is alien to him. If he has a bitter experience in the primary school it would leave a permanent mark on his personality. His early experiences should be happy so that his fear is replaced by the love of school.

It is here that the personality of the teacher plays an important role. It is truly the teacher who makes a child good or bad. A good teacher helps children in solving their difficulties. It is the teacher who guides and helps them in later stages, in the selection of suitable subjects. This selction should be compatible with the tastes and aptitudes of the children and not dependent on the whims of their parents. The teacher also helps the student to develop a balanced attitude toward his studies. It is not good for a student to be a bookworm and lose interest in other things of life.

38. Primary Education (Editorial) --- Enterprise (Karachi) XVIII (November-December): 5. 1969.

The article comments on the quality of education particularly at the primary level. There are very few primary schools in the country which are successful in imparting the three basic skills, namely, reading, writing and arithemetic, to the children. Only those children acquire these skills who have a private teacher at home or whose parents pay extra care to their studies. The reason for this sad state of affairs is that teachers do not know what to teach, and there is no check on how much they have taught in the course of a year. Besides, there is no provision for the promotion of skilful teachers at the primary level. The article urges the educators of the country to improve the quality of primary education, on which depends the quality of secondary and higher education.

EXAMINATIONS

39. ATAUR RAHIM, Syed. Hamara Nizam-e-Imtehaan (Our Examination System) --- Jang (Karachi) September 27, 1969 (U).

A committee report points out the defects in the examination system of the country and says that our system of examination does not compare favorably with that of the Western universities.

A comparison of the American system of examination and Pakistani system of examination shows that in America the examinations are conducted by universities and colleges themselves. There are no separate boards and managements, as there are in Pakistan, to look after the examinations. This makes the process of examination simple and inexpensive. We have the system of annual examinations in our country. Here a student can easily pass the examination if he starts his study only one month before examination; and he can obtain good marks if he can make a fortunate guess about the examination papers. In America, examinations are by terms and semesters. Every week the student has to complete his assignment and to appear in quiz paper. The student is compelled to study regularly, and his grades depend on his total performance and not on the result of an annual examination.

The system of examinations in America has a few other features that make it superior to the system prevailing in our country.

40. Intermediate/Higher Secondary and Secondary School Certificate Examination Results 1962 and 1963 --- Central Bureau of Education (Karachi) p. 62. 1969.

This is a publication in the series of Education Statistics Bulletin published by the Central Bureau of Education. This publication also aims at providing basic data to educational and manpower planners, educational administrators and research workers.

The Bulletin is divided into two parts: Part I covers statistics of results for the year 1962 showing the number of candidates who appeared at and passed, with Division obtained, Intermediate/Higher Secondary and Secondary School Certificate Examinations. Part II gives similar statistics for the year 1963. The Bulletin also provides data relating to the results of Oriental Languages Examinations conducted by the West Pakistan Boards of Intermediate and Secondary Education in 1962 and 1963.

41. University Examination Results 1966 --- Central Bureau of Education (Karachi) p. 89. 1969.

This is a publication in the series of Educational Statistics Bulletin published by the Central Bureau of Education with the objective of providing basic data to educational and manpower planners, educational administrators and research workers.

The statistical information presented in this bulletin gives the number of candidates according to sex who applied for, appeared at, and passed, with Division obtained, various university examinations. The summary statistics of examination results of General universities, and Agricultural, Engineering and Technological universities in Pakistan have been presented in tables 1 to 3. Data relating to examination results of individual universities have been given in tables 4 to 11.

HIGHER EDUCATION

42. ALI, Md. Azhar. Objectives of University Education --- Pakistan Observer (Dacca) December 24, 1969.

The objectives of university education are: (i) The university must help its students acquire knowledge and think for themselves objectively. (ii) The university must establish canons of dispassionate observation and impartial judgement regarding the current affairs of the nation. (iii) It must shoulder the responsibility for higher research especially in the field of science and technology consonant with the ideas of culture, human values and supranational demands. (iv) It should function as a clearing house of ideas. These objectives of university education can be achieved only in an atmosphere of freedom. Freedom, academic as well as administrative, is a prerequisite without which the prestige of the universities and the status of their teachers cannot be raised and without which all platitudes about free pursuit of truth and social responsibility are meaningless.

43. CHOUDHURI, S.D. University Problems in Pakistan --- Review (Rawalpindi) 11(7): 546-554 and 572. 1969.

Universities in Pakistan are facing some challanging problems of which the two most important are the students' explosion and the explosion of knowledge. The problem of students' explosion is bound to assume serious proportions with the increase in the number of youth desirous of higher education. A large number of students coming out of the secondary schools will exert growing pressure on higher education. Similarly, the explosion of knowledge is occuring with such force that it has become difficult for the universities in the developing countries to keep pace with the expansion in the new areas of knowledge. It is believed that at present knowledge is doubling its volume and content every ten years, and very soon this periodicity will be reduced to five years.

The article contains a detailed analysis of these two intricate problems along with a few general ones like the quantity and quality of education. Certain suggestions have been made to improve the present situation.

44. TALUKDAR, Anwar. Bisvabidyalaye Bharti Hoayer Samaya Chhatra-Chhatrider Aata Durbhug Kena (Why Sufferings and Troubles in Getting Admission in the University) --- Purbadesh (Dacca): 1(109): 6. 1969(B).

The article discusses the troubles and difficulties the students have to face in getting admission to the University of Dacca such as the submitting of application forms, taking the admission test, making application for the residential Hall, meeting the requirements of the University Registrar's office, and completing the process of depositing admission fee. The accommodation problem is also discussed elaborately.

45. WAHEED, Khalid. University --- Pakistan Review (Lahore) 17(10): 68-10. 1969.

Our universities are and must be the center of our reforms. The university is where much of the present unrest in this country and in others was born and where much of it will be resolved. It has a great obligation to work with society on the difficult task of reordering its priorities and remodelling its institutions to deal effectively with our great new purposes. It is an assignment not only of social engineering but of the blending of knowledge and purpose that must infuse those who will graduate to work at our new assignments. But concern for our priorities does not by any means exhaust the total responsibilities and opportunities of a university education. A great deal of university time must be spent in the understanding of history and culture, and in the search for the true and the beautiful which stimulate creativity in the arts and sciences.

HISTORY OF EDUCATION

46. HUDA, Amirul. Ahde Islami Mein Madrase Aur Darul Ulum (Educational Institutions During Muslim Rule) --- Fikro Khyial (Karachi) 7(11,12): 13-20, 1969 (U).

Education received the greatest impetus during the Muslim rule. For Muslims, education is a religious duty and soon after his migration to Medina, Prophet Mohammed himself founded a school there. The successors of Prophet Mohammed continued his work and established a number of schools in various cities of the Muslim world. During the time of Ummayids and Abbasids education flourished through out the Muslim empire. Every big mosque had a Maktab attached to it. During the Abbasid period great institutions of learning were established and higher learning received the patronage of the caliphs and the rich men. Madrasa-i-Nizamia, which was the greatest school of the time, was founded during the reign of the Seljuks. Similarly in Undulus Muslims patronized learning which thence spfead to Europe.

The efforts of Muslims in the Indo-Pakistan sub-continent in the spread of education are dealt with in some detail. Muslim rulers of India took great pains to promote knowledge and the vestiges of their efforts are still in evidence throughout the sub-continent.

47. MANNAN, A.K. Abdul. Aligarh Andolm-o-Shikkha Shongsker (Aligarh Movement and Education Reforms) --- Annual Magazine of Comilla Teachers's Training College. 53-56. 1969 (B).

The article gives a brief history of the Aligarh movement and its impact on the Muslims of the Indian subcontinent. Sir Syed Ahmad Khan, a great Muslim reformer of the mid-nineteenth century, shook the Muslims from their age long slumber and made them realize the necessity of learning English language and getting Western education if they wanted to play an effective role in the adminstrative, political and economic life of the country.

He gathered around him some very able and sincere men of the day, such as Hali, Shibli, Mohsinul Mulk, Viqarul Mulk, etc. and in 1875 established the famous M.A.O. College at Aligarh. It became a university, called the Muslim University, in 1877. It was the only university of its kind in India, which worked for the general awakening of the Muslims and ultimately led to the independence movement and the establishment of Pakistan in 1947.

ISLAMIC EDUCATION

48. ASHRAF, Syed Ali. Islam and Our Educational Ideal --- Enterprise (Karachi) XVIII (November-December): 12-13. December 1969.

The writer disapproves the compartmentalization of knowledge into categories for teaching purposes. Integration of knowlege is a serious educational problem with which we are confronted in the present century. The emphasis of Islam is on integrative approach toward knowledge.

It is not enough to teach Islam as a particular subject. Islam should be introduced in all curricular subjects. The syllabi, textbooks, and approaches should be governed by a unified religious sensibility and cultural outlook.

49. MASWANI, A.K.M. Islamic Education in East Pakistan --- Perspective (Karachi): III (4,5) 25-28. 1969.

Islamic education in East Pakistan has a long history. It started with the arrival of Sufis and with the establishment of madrassas and maktabs. These madrassas and maktabs became the centers for the propogation of Islam in the region. The spread of knowledge through these madrassas and maktabs continued till the end of the Mogul empire. During the British rule the Muslim institutions in Bengal lost their importance and remained cut off from the main stream of national life. The situation is still the same.

Most of these madrassas and maktabs follow a curricular complex known as the Dars-e-Nizami which includes logic, grammer, religious law, traditions of the Holy Prophet, and commentary of the Holy Quran as the major items of study. Muslim religious teachers completely bycotted the English system of education. This isolation of religious schools resulted in two different educational products, one of the English schools and the other of madrassas and maktabs. It is pointed out that the present system of Islamic education cannot work unless its sphere of studies is broadened and modern knowledge is included in it.

LANGUAGE, TEACHING OF

50. ASHRAF, S.A. The New Language Policy --- Enterprise (Karachi)

XVIII (September-October): 11-13. October 1969.

Although the principles of the new policy are governed by the ideal of integration of all classes and regions of the people of Pakistan and the generation of consciousness uniting the people into one nation, the balance that should have been struck between academic standards and national consciousness has been ignored. The proposal for teaching both the national languages in both parts of the country sounds nice, but the problem is of its implementation. A number of problems such as lack of teachers, lack of urge to know the other languages, etc., are discussed. English provides the link of intellectual communication between the two wings and this cannot be got rid of unless a suitable substitute is available. Neither Bengali nor Urdu can be an adequate substitute for English as a common language. The writer suggests gradual introduction of the national languages as media of instruction.

51. CHAUDHURY, Siddiqullah. Teaching English in Pakistan --- Teachers Training College Vershiki (Comilla) Annual Issue: 35-40. 1969.

English has always occupied a prominent place in our scheme of education. It still remains a compulsory subject for our students. However, the standard of English has greatly deteriorated at all levels. This is a distressing fact and it is high time something was done about it.

The new syllabus of English has been prepared with great care, and a new approach to teaching of English has been recommended. This new approach requires teachers who are specially trained in the new methods of teaching. Still there is no training program for our English teachers. The existing facilities for training teachers are very limited especially for in-service training. There is also need for a change in the scheme of examination papers in order to make the new syllabus effective. The present pattern of questions in examinations encourages memorization, and thus the new course, which requires constant study, fails to achieve its objective. If properly implemented, there is every reason for the new approach to produce the desired effect.

52. FATEHPURI, Farman. Nizame Talim Men Urdu Ki Ahmiyat (The Importance of Urdu in the System of Education) --- Sanvi Talim (Lahore) 2(4): 7-22. 1969 (U).

The Urdu language is a part and parcel of Pakistani life, and its influence is deep on our hearts and minds. The language has played a significant part in moulding and crystallizing our national consciousness, and in the reconstruction of our political, social, economic and cultural life. The other languages which are spoken in Pakistan have a regional appeal, but Urdu is the only language which is understood all over the country. Urdu has an international appeal also as migrants from the Indo-Pakistan subcontinent and other far eastern and African countries speak the language. It has also close linguistic affinity with Persian and Arabic. Urdu is sufficiently developed to function as a medium of instruction in our system of education. The writer cites several examples where successful experiments of teaching in Urdu were conducted even before the creation of Pakistan.

53. HUQUE, Abu Obaidul. Place of English in Our Education --- Morning News (Dacca) December 6, 1969.

Elimination of English from our education at this stage is likely to endanger our national integration. All our official correspondence and personal communication are made through English at present. English should be made a compulsory subject in our schools either from class III or class IV. The rate of failures in examinations indicates that the standards of English teaching and learning in our schools and colleges are not up to the mark and call for improvement.

54. QURESHI, M. Zafar. Can We Do Without English? --- The Sahiwal (Sahiwal Government College) 1(1): 30-33. August 1969.

The writer, an ardent supporter of the retention of English as medium of instruction, calls the supporters of national languages as 'passionate and sentimental.' English is an international language and is one of the richest languages in respect of vocabulary and knowledge. The national languages of Pakistan are still passing through their formative stages and they can replace English when they are fully developed. The utmost importance should, therefore, be given to the development of national languages. For the transitional period, however, educational use of English is necessary.

55. RASHID, A.N.M. Bazlur. Schooley Matribhasha Shikkhana (Teaching Mother Tongue in Schools) --- Dacca, Central Board for the Develop-

ment of Bengali, October 1969 pp. 600. (B).

The book is intended to serve as a handbook to the teachers of mother tongue and literature. Different language-teaching techniques have been discussed. The book lays special emphasis on the preparation of the teachers for teaching. One of the main purposes of teaching mother tongue and literature is to make the students self-relying and creative in their approach in life. This book is the first of its kind in the Bengali language. It is divided into 10 chapters covering such topics as definition of language, history of mother tongue, pronunciation of Bengali language, importance of imparting education in mother tongue, techniques of teaching mother tongue at different levels of education, teacher-student relationship, etc.

56. SAHIR, Ilahabadi. Kutch Urdu Aur Tadrees-e-Urdu Ke Bare Mein (Something About Urdu and Teaching of Urdu) --- Jang (Karachi) November 15, 1969 (U).

Although Urdu is one of our national languages, it has yet to receive the importance it deserves. Our higher-ups patronize English. English is our official language and the medium of examination for admission to the provincial and central services. Thus Urdu, which is one of our national languages, finds itself relegated to an inferior status in the field of learning and teaching as well.

The way in which Urdu is taught in our schools and colleges is indeed a sorry spectacle. The status of an Urdu teacher of a secondary school is still very low. Anyone who qualifies in an oriental language examination is considered good enough to teach Urdu, even if it has not been his regular subject of study at any stage. This state of affairs has to be changed. We have to raise the status of the Urdu teacher making it equal to that of the senior teacher of English in schools. This rise in the status of the Urdu teacher will in its turn improve standard of Urdu teaching in schools. The present Urdu syllabus should also be revised. A number of suggestions to this effect have been presented.

57. SIDDIQ, Khwaja Mohammed. Urdu ke Chand Tadreesi Masail (Some Problems of Teaching of Urdu) --- Fikro Khyial (Karachi): 7(10) 11-13 and 62. 1969 (U).

Urdu has the status of an official language in the province of West Pakistan, and so the teaching of Urdu has great importance in this part of the country. Although Urdu is understood in the whole of West Pakistan, it is not the mother tongue of any region. This special situation has created a number of problems of diction, syntax, etc. In view of these problems, the teaching of the Urdu language requires special attention.

First we have to select the right type of reading material for various stages of teaching. Without a thorough study and proper planning, suitable textbooks of Urdu cannot be prepared. In this respect we can seek guidance from English textbooks. Another important question in the teaching of Urdu is the selection of the script. The popular script is Nastaleeq which is hand-written. It is suggested that Naskh should be popularized, as it is better than Nastaleeq for the purpose of teaching. Good, trained teachers are our next necissity for Urdu teaching jobs. At present no training is considered necessary for an Urdu language teacher. The status of Urdu teacher is comparatively very low, hence the low teaching standard of Urdu.

LIBRARIES

58. AKHTAR, Abdul Hafeez. Sanvi Madaris ke Lie Kutub Khane Kiun Zaruri Hain (Why Libraries are Necessary for the Secondary Schools) --- Sanvi Talim (Lahore) 2(4): 23-34. 1969 (U).

In view of the importance of secondary education in a national system of education it is necessary that both the scope and the quality of secondary education should receive attention. A critical survey of secondary education in the country would reveal that poor library facilities at this stage are an important factor impeding the development of secondary education. The new concepts of curriculum have brought into focus the significant role which school library can play in the education of secondary students. Libraries can help in making instruction more effective and in developing better curricular and instructional programs. Libraries can also keep the teachers in touch with the latest knowledge and techniques. The writer discusses the objectives of the secondary school libraries and comments on four major aspects of the library related to the establishment of better library facilities in the secondary schools in Pakistan.

59. GLAISTER, Geoffrey. First Comes Education --- Eastern Librarian (Dacca) III (4): 1-6. 1969.

The writer gives a short history of the situation in which educational development and the development of libraries took place in England and tries to show that the development of libraries follows the development of universal education. In England, a network of public libraries appeared on popular demand. But a people can demand libraries only when they are educated. Pakistan should learn from the long struggle that has been waged elsewhere to bring about universal literacy and general availability of libraries. The writer further points out that if a Library Commission is set up in Pakistan, it should include the following objectives: (i) surveying of reading needs, (ii) prescribing specifications for buildings and equipments, (iii) creating pilot public library and pilot school library, (iv) developing existing library resources, (v) defining status of librarians, fixing national scale of salaries and grades for different librarians, (vi) standardizing library education, and (vii) preparing legislation for establishment of free public libraries.

60. KHAN, M. Siddiq. College Library Authority and Organization --- Eastern Librarian (Dacca) III (4): 7-21. 1969.

The writer first discusses briefly the types of the college authority and the specific authority for the control of college libraries in East Pakistan. The major portion of the article is devoted to the discussion of college library administration - its necessity and what it should be. The writer gives seven principles of college library administration for consideration of college authorities, the Department of Education, and the university authorities. The principles, which are explained elaborately, cover the major areas of college library administration and operation like the relationship of the librarian to the employing authority, the faculty and the body of readers, the definition and control of library committee and its nature, and lastly the status of the librarian and his staff. Finally, college library organization has been discussed.

61. QURASHI, S. Aleem. United States' Contribution to the Development of Pakistan Librarianship --- March of Education(Karachi) 1(2): 99-101. 1969.

It cannot be denied that Pakistan librarianship owes much of its development to the various agencies of the United States who have contributed to the training of library personnel from Pakistan. The present standard of library teaching in Pakistan is the result of the efforts of those who were trained in the United States. Agencies like Asia Foundation, U.S. Educational Foundation, AID, etc., sponsored a number of training programs for Pakistani librarians and provided technical assistance by starting programs of library advisers and visiting professor librarians. They also helped in organizing seminars and conferences in which top American library scientists and advisers participated.

To bolster the library movement in Pakistan the Library of Congress established a procurement Center here. This Center brings out an Accession List Pakistan each month, which provides bibliographical information about all books and periodicals acquired for the Library of Congress in Pakistan. This list greatly helps the librarians in the country.

LITERATURE FOR CHILDREN

62. KHAN, Sadiq Ali. Children's Literature --- Morning News (Dacca) November 23, 1969.

Even the basic literature for children is not available in our country. This is perhaps due to the fact that we have five languages as media of instruction in our schools.

The school for the child is concerned primarily with the quality of his growth and development. As he enters his first school, each child brings with him a unique background and a complex of needs, desires and problems which are peculiar to his personality. Beautifully illustrated picture books are a delightful gift of the present century to children. Fine illustrations develop good taste in art. They train the eye in the appreciation of color, line, and harmony. An ideal picture book is one in which the text, illustrations, and format all have a unity.

Every classroom should have a library table at some place set aside for the use of books. It should be a quiet place with comfortable chairs where children can browse. A picutre or a book week poster will add color to the atmosphere.

63. KHANUM, Nargis. Books for Children --- Enterprise (Karachi) XVIII (July-August): 9. 1969.

There is no dearth of books for children in the country. These are mostly on history, geography, science, religion, and the heroes of Islam. But according to the writer there is a dearth of truly juvenile literature. Serious books, such as history, religion, etc. are not actually children's literature. Story books full of humour, laughter, fantasy, etc. which appeal to the heart and mind of children are really the children's literature. The writer favours the approach of Muhammad Husain Azad in writing children literature. His approach was to give a child a toy, to make play of work as it were, quite unlike modern approach which is to do business only. Reading must first be a joy to the child. Because it is essential first to win a child's confidence, before making him a convert to science or literature, or history, or nationalism. The dearth of nonsence literature, meaning story books, kills a potential reader in the bud, for it is the story books that will initiate his love for books and not the plethora of knowledge.

MEDICAL EDUCATION

64. ISLAM, N. Deshey-Bideshey Post-Graduate Medical Shikkha (Post-Graduate Medical Education Inside and Outside the Country) --- Purbadesh (Dacca) 1(32): 9-10. December 29, 1969.

The writer throws light on the problems of medical education in East Pakistan and comments on the utility of the post-graduate medical education received by the students in foreign countries. The major problems of the undergraduate medical education in the province may be summarized as: (i) inadequacy of qualified teachers; (ii) increase in the number of medical colleges without a corresponding increase in the number of qualified teachers; (iii) acute difficulties in providing education in basic subjects, and (iv) growing tendency in doctors to take up private practice immediately after graduation. The writer disapproves sending of people to foreign countries for post-graduate medical education. The quality of post-graduate medical education has been discussed. It has been pointed out that in Britain fresh medical graduates are not allowed to work as consultants unless they work for a certain period as research assistants or assistants. Besides, foreign medical education can have little value in the social, climatic, and economic conditions of our country. The question of training in tropical medicine has been discussed. The economy of the country does not permit the spending of a large sum in foreign currency. The writer advocates the imparting of post-graduate medical education inside country with emphasis on specialization and the conducting of research on diseases which are common in this country.

65. USMANI, I.H. Rural Health Centers, Recasting of Medical Education Needed --- Dawn (Karachi) November 8 and 9, 1969.

Both in the fields of Education and Health Pakistan is anything but a model state. In view of the health needs of the country, the emphasis in planning should be on organizing an efficient public health service covering all the rural areas in the next ten years. The writer proposes the establishment of a comprehensive Rural Health Center for every 5,000 people, fully equipped with modern instruments and medicines. Other details covering the financial, administrative, and implementation aspects of the proposed scheme have been discussed. In the same context need for trained personnel has been surveyed and some general remarks have been made regarding medical education in the country. It is proposed that concentrated courses in the subjects of medicine, surgery, and public health of shorter duration than 5 years should be instituted for purposes of university (B.Sc.) degrees.

PHILOSOPHY OF EDUCATION

66. KHAN, Rauf Ahmad. Rousseau ka Akhlaqi Tarbiat ka Nazaria (Rousseau's Concept of Moral Training) --- Fikro Khiyal (Karachi) 7(10): 18-20. 1969 (U).

This is a brief article on the ideas of Rousseau, especially of his concept of moral training. Rousseau introduced a new approach to the understanding of children and to education in as much as he emphasized that learning is for the child and not child for learning. He heralded in the field of education what later became the psychology movement in education. Rousseau advocated that moral training of children should be in accordance with nature and it should begin when the child is mature enough to understand the necessity of moral training. The writer also examines the applicability of Rousseau's ideas with respect to present day educational scene.

PROFESSIONAL EDUCATION

67. ALI, A.M. Milli Taqaze aur Tijarti Ta'aleem (Commercial Education and National Requirements) --- Jang (Karachi) November 30, 1969 (U).

Although general and technical education is receiving greater attention at present than in the past, commercial education is still a neglected field. Commerce and trade is the backbone of a country's economy, and we know that the progress and prosperity of the developed countries largely depend on their commercial activities. Our objective is to make Pakistan an industrially developed country, and trade and commercial education will help us in achieving this objective. Commercial education assumes growing importance with the industrial progress of the country. Industrial progress means increasing activity in the fields of insurance, banking, marketing, advertising, transport, etc. We also need commercial education for the personnel manning the industrial, commercial, and even the government offices.

Commercial education also plays a great part in making the man worldly-wise which is a necessary quality for a good citizen. A citizen should know the different aspects of the commercial life of his day. It is suggested that commercial education can be introduced in secondary schools and in higher stages as an optional subject.

68. KHAN, Abdul Hamid. Vocational Training in Rural Areas of Pakistan --- Rural Development and Administration (Peshawar) VI(3): 43-68. 1969.

The number of unemployed persons in the rural areas of Pakistan is increasing. The general type of education that is being imparted at present has failed to meet national requirements. Greater emphasis on science, technology, and vocational training is the need of the day. Especially for rural areas vocational training is a must not only for the utilization of the bulk of our manpower but also for the development of our natural resources.

At present the opportunities of vocational training in rural areas are almost nil. Vocational training has a minor place, in our educational plans and only the urban areas have a few opportunity for such training. The problem of rural education in Pakistan with emphasis on its vocational aspect is of paramount importance.

A comparative study of vocational and general education in the U.S.A. is presented, and the peculiar conditions of Pakistan and the need for vocational training here are stressed. A comprehensive plan of vocational training in Pakistan has been chalked out. This plan will ensure increased production in the agricultural sector, provide jobs to the teeming millions of the rural areas, eliminate the unemployment problem, and ensure the maximum utilization of our natural resources. There are a number of tables at the end showing the figures for the population, enrolment, schools, teachers, etc.

PSYCHOLOGY

69. HUSAIN, S. Nasir. In Quest of Happiness - Through Guidance and Counselling --- March of Education (Karachi) 1(2): 62-66. 1969.

Guidance is an indispensable part of any educational program in a school. Merely a good curriculum and co-curricular program can never give a reasonable assurance that each people will actually get a type of training that fits his needs and interests. The increasing complexity and tempo of our modern life make it obligatory that a child should learn to make intelligent decisions in directing and planning his life. There is wide scope of vocational opportunities and properly guided, a youth could live a richer and happier life. Guidance covers all types of students and its scope is wider than mere vocational advice, it aims at helping the student acquire happiness and success in all the areas of wholesome living. In the school guidance should be a team venture involving equally the classroom teacher, the special Guidance Counsellor, and the administrator. It is necessary that they understand the contribution which counselling and guidance can make in making their school a better school.

70. RAB, Syed Anisur. Sex Education and Children --- Enterprise (Karachi): XVIII (September-October) 23-24. 1969.

Sex is one of the basic human drives and is innate in nature, but it is generally supposed to be a nasty thing to read or talk about. Society imposes a number of restrictions on the discussion of its various aspects. The importance of sex education is hardly realized. The lack of knowledge and suppression of sex develop in children disordered behavior and maladjustment. It is therefore necessary to provide healthy sex information to children.

The responsibility to provide sex information falls both on the parents and on the teachers. It is the duty of parents to satisfy the curiosity of the child. It is not wise for elders to give abrupt answers, impose uncalled for restrictions on asking anything about sex, and scold them for being impertinent and immoral in their approach. In schools it should be taught as and when occasion arises. It should be an integral part of our school program with an aim to help our children understand the physical, mental, social and psychological phases of human relations as they are affected by sex. Boys and girls should be well prepared for the physical and emotional changes of adolescence before they actually occur.

SCIENCE EDUCATION

71. ALI, Md. Azhar. Why Science Teaching Needed at Primary Stage --- Pakistan Observer (Dacca) December 3, 1969.

With a view to helping children see science in relation to man and his environment, science should be made a part of the total primary school curriculum wherever possible. This integration of science with other subjects, as opposed to the separate subject approach, helps to strengthen the bonds between science and the concept and subject matter of other areas of the curriculum. This does not mean that science should be planned in the curriculum so that science enriches and is enriched by other curriculum areas. Another implication is the necessity to look at science in its social or humanitarian aspects. By investigating man's past, children should be helped to view man's use of science in controlling his environment. The demands for qualified persons in different branches of science are over increasing along with the trends of rapid industrialization. The growth of research and development expenditures over the past decade has been very rapid. This, obviously requires highly trained technical and scientific manpower. The schools must prepare to take advantage of these opportunities. The primary school has a significant role to play in preparing people for further vocations. Another future manpower problem is the development of highly creative individuals.

Almost all the teachers in primary schools have no science background and know nothing of the teaching of science. Moreover, almost all the schools are ill financed and ill equipped.

72. CHAUDHRY, Zaim Ahmed. Importance of Scientific Education --- Sahiwal (Sahiwal Government College Magazine) 1(1): 26-29. August 1969.

The articles stresses the importance of scientific education and science and technology oriented educational curricula for the country. The arguments put forward for this reorientation of education are the availability of abundant raw materials which demand skilled workers to turn them into finished goods for getting high prices in world market, and secondly the backwardness of agriculture in the country, with 80% people living in villages. Only that type of education which is agriculture oriented can boost agriculture in the country and help raise the general standard of living.

73. Provide Laboratory Facilities to Schools --- Pakistan Observer (Dacca) December 17, 1969.

One of the best places for developing major scientific skills for problem solving in science through the doing-and-learning method is the laboratory. But unfortunately, in most of our schools and colleges laboratory facilities are either non-existent or inadequate. Science laboratories in our educational institutions are in a deplorable condition. Many schools and colleges with science programs have science laboratories only in name. During the second and third five-year-plan periods, almost all schools and colleges that taught science received special grants and considerable allocations of money exclusively for purchasing scientific apparatus and equipment. But no proper utilization of the allocated money was made in many cases. The problem deserves immediate attention of the educational authorities concerned.

74. QADRI, M.A.H. National Development and Scienctific Research --- Dawn (Karachi) October 11, 1969.

With the advent of new changes in the structure of Government and the upsurge of democratic forces, it is high time that the nation and the Government reorientated their outlook on scientific development and research in relation to the development of Pakistan. The writer discusses mainly the development of advanced training and research in biological sciences in the country. It is emphasized that scientific training and fundamental research are essentially the functions and preregatives of the university departments. Yet the facilities of research and advanced scientific training the university departments are extremely meager and deplorable. The development of universities, especially that of science departments, has no priority in the country. The scientific drift can only be arrested by producing scientists, engineers and technicians of caliber in the universities.

75. QADRI, M.A.H. Planning for Scientific Research --- Dawn (Karachi) December 16, 1969.

The field of scientific research has been greatly neglected so far. No efforts worth the name have been made in the past to encourage scientific research in the country. The university departments have little equipment for training the young scientists for the purpose of developing the natural resources, technology and industrial efficiency in the scientific field. The lack of opportunities have forced our young scientists to leave the country.

Scientific research is the best investment for self-sufficiency and survival. Any further delay in promoting scientific research will be harmful. The problem of scientific research calls for careful and sustained efforts. The role of research in the universities should be clearly realized. Universities are the future hope of science. Universities not only produce future scientists but also help the academic side of fundamental research. The research councils and scientific departments should have close association with universities. The government should financially support the research projects of universities.

76. RAFI-UDDIN, Mohammad. Need to Revise Basic Premise of Science (New Education Policy) --- Pakistan Times(Lahore) November 17,1969.

In the context of the emphasis in the New Educational Policy on an Islamic orientation of education, the writer makes a philosophical assessment of science education. The basic premise of the scientific knowledge of the West that all truth is sensory must be repudiated not only because it is un-Islamic but also because it is wrong and full of alarming implications. The writer discusses the premise at length and indicates its fallacy and inconsistency. In formulating the educational policy the first step necessary is to discard this erroneous and dangerous Western dogma, and to rewrite all our textbooks on science subjects, from the 5th class to the M.A. level in accordance with the world view of Islam. By giving the idea of God its proper place in the textbooks of science we shall not only save ourselves from the poison of which the Western civilization is dying but also enable the Western civilization to know how to save itself.

77. Scientific Gap --- Pakistan Observer (Dacca) (Editorial) December 29, 1969.

Our achievements in science in respect of research,training and its practical application to the solving of our problems have so far been minimal. The reason is not far to seek. In spite of the large number of scientific institutions devoted to research and the universities conducting academic courses in science education, we have not moved far enough to take advantage of the many fruits of science and technology now available in the advanced countries.

With less than 2 per cent of GNP spent on science education, it is impossible to reach the desired goals in science. The existing facilities for science education in our schools, colleges and universities are minimal in relation to essential needs. Most of the colleges and schools do not possess even the elementary scientific equipment or apparatus. It is only at the university level that our science students come to have a passing acquaintence with the level of sophistication attained by modern science. Even at this stage the available equipment and instrumental aids are far from adequate. As a result, the theoretical side of science education receives more attention than the practical side among both the students and the teachers. If science and technology have to be the mainstay of our development, our system of education needs to be so radically changed as to reflect a total shifting of emphasis toward sciences.

78. Whose Headache is Science Education in Schools? --- Pakistan Observer (Dacca). December 3, 1969.

The recent attempts at reforming the secondary stage education with emphasis on science education have not changed the situation. In any program of education, teachers come first. For the successful implementation of the program, dedicated and well-trained teachers are needed who would take their profession seriously. Most of our schools have science teachers who themselves have much to learn in the field of teaching. Trained science teachers are hard to get, and in some cases even arts graduates are found to take science classes. If primary school science is given the importance it deserves, and proper arrangements are made for its effective teaching, a secure foundation for the teaching of science at higher stages would be laid.

SOCIOLOGY

79. AKHTAR, Shamim. Educational Significance of our Cultural Heritage --- Islamic Studies (Islamabad) VIII (4): 349-354. December 1969.

The writer tries to determine the correlation between education and the cultural complex of Pakistan and emphasizes the need for the dissemination of the cultural values of Islam through education. The present and future generations of Pakistanis must be so educated and trained that they are able not only to preserve their cultural legacy but also to make positve contribution to the development of Islamic culture, The writer finds the modern system of education in Pakistan deficient in many respects. The universities of Pakistan prescribe courses of study that are foreign in origin and in conflict with the Islamic values and our national culture. The university-educated youth has a western orientation with the result that he is cut off from the main stream of Pakistani culture. The educational system inhibits cultural integration in that it creates a special culture for the elite as distinguished from the masses and thus accentuates the sense of class distinction which runs counter to the spirit of Islam. Pakistan was created for the preservation of Islamic values and as such no system of education would suit the genius of the people of Pakistan if it did not preserve and nourish those values.

80. AZIZ, Mohammad Abdul. Talim aur Moashri Tabdili (Education and Social Change) --- Sanvi Talim (Lahore) 2(4): 35-48. 1969 (U).

Three problems confront developing countries in respect of their educational development: 1) Social inequality in education, 2) Relationship between education and employment, 3) Impact of the educational system on the social gradation. In most of the developing countries education becomes the monopoly of a certain class, and the rest of the population is too impoverished to afford or even think of education. Such inequality not only sharpens social injustice but also results in a tremendous loss of national talent and manpower. Yet the very logic of education is against social inequalities, and its expansion serves to promote social mobility. In spite of our problems of economic and social inequality, gradual expansion of education has introduced a process of social change which is democratic and in harmony with the values of our religion. The pace of social change is faster in cities than in villages, but even rural areas are not quite unaffected by the impact of education.

81. HUQUE, Abu Obaidul. Unemployment Problem of Educated People --- Morning News (Dacca). December 26, 1969.

Unemployment problem is a big threat to education today. At present the number of the educated unemployed in the country is very high. It is so because our system of education has no well-defined objectives of education.

The most important objective of our education should be to create a group of skilled and semi-skilled technicians for the proper utilization of the natural resources of our country.

At present the total number of educated unemployed is about 2,00,000. This is, of course, a colossal wastage of national resources. It also causes immense frustration among those who, fired by the idealism of youth, find themselves unable after completion of education to earn a decent living.

We need efficient planning for the utilization of human resources. Manpower planning should be a vigorous and continuous process. It is observed that the absorbing capacity for civil engineers and technicians, has almost reached the saturation point. Therefore, we should plan our vocational and technical education in such a way that the vocationally and technically trained people are able to earn their own living. This will create a force of self-reliant skilled and semi-skilled technicians in various technologies that are important to our national economy.

82. KHAN, Anwar Khalil. Diffusion of Innovations Within Educational Organization --- Jamia Educational Quarterly (Karachi) 10(4): 33-45. 1969.

A close examination of literature on the diffusion of innovations indicates that organization properties have often been treated peripherally. A good deal of attention is paid to the individual innovator, and to the fact when he adopts the innovation and why. But the literature remains nearly silent on the organizational setting in which innovations take place. More recently, however, a few investigations suggest that such structural effects may be of much importance in explaining individual innovative behavior. A number of studies have been cited which explain a teacher's innovative behavior by two types of effects: 1) the individual's personality, communication behavior, and attitudes, and 2) the norms of his schools, i.e., its social structure. System variables, i.e., communication variables, social system norms, and decision-making structure in relation to educational diffusion of innovations have also been discussed.

83. KIYANI, Aqeela. Samaji Tagayyarat Ka Tolaba par Asar (Effect of Social Change on Students) --- Sadaf (Karachi) 7(4): 12-13. 1969 (U).

Ideas change social institutions and social life. Ideas are formed by values which are ingrained in human needs, feelings and experiences. Ideas inspired by values supply the necessary motivation for social change. Social changes not only influence students but students also affect the course of social change. The social changes which directly influence students are education, freedom from want, and limited resources. These changes combine to give youth greater independence, a new interpretation of family life and relationship and a new concept of the role of women. Youth today aspires for a higher standard of living and the limited opportunities for employment cause discontent and lead him toward political struggle and against social injustice and inequality. The present student unrest reflect their dissatisfaction with the educational system which does not prepare them to take their rightful place in the society.

84. MOSTASHI, Bazley Rahman. Shikkha-o-Sanskriti (The Education and Culture) --- Dainik Pakistan (Dacca). October 25, 1969 (B).

The expansion of education results in changes in the cultural life of a country. If the system of education is responsive to the needs and aspirations of the people the changes it will introduce in the cultural life would also be salutary. Education depends to a large degree on the curricula, which is the active educational agency to bring about desirable changes in the cultural life. In Pakistan no serious attempt has been made so far to develop a curriculum in harmony with the needs and realities of our life.

85. SAAD, Ismail. Samaji Bahbud me Tolaba ka Kirdar (The Role of Students in Social Welfare) --- Fikro Khiyal (Karachi) 7(11,12): 26-28. 1969 (U).

Education is a social process and in its wider sese is a social welfare activity. An important objective of education is to socialize the young generation and imbue it with the group and community feeling and consciousness. School should itself be a replica of the society and community outside, and its curriculum and activities should be designed to infuse in the student a feeling of love and respect for the society and social norms. Such feelings cannot be inculcated by confining the curriculum to textbook only, students should have opportunities to participate in the community activities, especially,in social welfare activities. The writer critically surveys the system of education in Pakistan and the present unrest of students. Through social welfare activities student activism can be channelized into constructive pursuits, and the experience gained by the student through social work can create in them a sense of belonging toward their society and a deeper social understanding of it. Social welfare work can also contribute to training of young political leadership in the country.

STUDENTS' PROBLEMS

86. SHAMIM, Mrs. Tulaba ke Nazm-o-Zabt ke Masail (The Discipline Problem of Students) --- Fikro Khyial (Karachi): 7(9): 10-11. 1969 (U).

The recent disturbances in the country are a lesson to all, more so because our student community was in the forefront of most of these disturbances. We have to find out why our students lack discipline and take part in subversive activities.

Discipline is very important in all educational institutions. Without discipline education means nothing. There are three methods of inculcating discipline in our educational institutions. In the first method, discipline is imposed from outside and the student feels himself a prisoner. He has no freedom of action, and he conforms to the behavior pattern dictated by the institution only for fear of punishment. This is the worst way of enforcing discipline. The second method is the discipline of freedom. Nothing is forced on the student and he is at liberty to do whatever he likes. The role of the teacher is that of a friend. In the third method the discipline is social. Here apparently there is independence, but in reality the environment of the institution is such that the student is forced to follow the rules unconsciously and automatically. In practice the third method of enforcing discipline is the best method.

87. Shikkharthider Shonkat (The Difficulties Faced by the Students) --- Dainik Pakistan (Editorial) (Dacca). December 11, 1969 (B).

The dearth of good educational institutions in the province, has created problems for the students and parents. Parents want their children to be educated in good schools, but the majority of students is denied this opportunity. The number of good schools is very small, and these are overcrowded. Another serious problem is the dearth of textbooks. For example, the new school session in the province will start shortly, but the textbooks are still in the press. This problem has been agitating the minds of students and parents for the past so many years.

TEACHERS

88. ALI, Md. Azhar. Teaching in East Pakistan - A Profession or an Occupation? --- Morning News (Dacca). December 20, 1969.

Teaching in East Pakistan is more an occupation than a profession. Highly qualified men and women in adequate numbers are not attracted to teaching for various reasons. In East Pakistan, teachers do not enjoy the same economic status as engineers, doctors or lawyers do. The salary of a teacher is lamentably low. It is obvious that a teacher needs more than the basic necessities of life in order to maintain professional outlook and decency. In the absence of any provision for his professional efficiency, he cannot be expected to contribute his share to the culture of the community. His salary should, therefore, be enough to enable him to keep up his professional study and to expand his cultural background through travels and visits. Further, the lack of unity among the teachers owing to the difference in their salaries and service conditions has contributed much to the non-recognition of their services. The teachers in the public service cannot join the association of the teachers in private schools. The individual distinction between the Government school and the private school is a legacy of the British rule and is no longer looked upon with favour by a large section of the people.

89. CHOWDHURY, M. Mafizullah. Education and University Teacher --- Morning News (Dacca) October 18, 1969.

First: A teacher should undertake his profession with a spirit of dedication. An incentive free from social excitement should be provided for the spontaneous growth of this spirit. At the university level teachers should be selected from a considerably senior group of persons. A teacher has certain cares and anxieties which arise mainly from his financial stringency. They should also get full-fledged medical facilities for them and their family. A university should be manned by persons having higher training and higher degrees. As for the higher training of teachers, the university should follow a regular program in the interest of better education. Efforts should be made to send teachers of the various departments of the university to other universities on exchange programs.

90. NIAZI, Mohammed Aleemuddin Khan. Teachers' Problems --- Dawn (Karachi) November 16, 1969.

This is a memorandum of demands presented by the teachers of Sind region. These demands, 17 in all, relate mostly to the economic conditions of the teachers. Each demand is supported with arguments and followed by suggestions for the improvement of the lot of teachers.

These demands include selection grade for teachers; recreation allowance; promotion to higher posts; revision of the pay-scale of oriental language teachers, art teachers, and physical training teachers; posting of teachers at their native places; free education facilities to the children of teachers; provision of accommodation facilities; and benefits of medical facilities and casual leave.

91. DEV, Nripendra Nath. Besharkari Schools-o-Shikkhok (Non-Government Schools and Teachers) --- Annual Magazine of Comilla Teachers' Training College, 1969, 4-8. (B).

The writer discusses the difficulties and problems of the teachers and students of non-government schools. They do not get respectable salaries. As a result, the teachers lead a miserable life and they cannot provide comfort and happiness to their families. They are a hated and neglected lot in the society.

They have to face many difficulties in schools. Most of the schools are ugly and dilapidated. Want of tables, chairs, benches, chalks, dusters, blackboards, equipments and materials is an agelong problem with the teachers and the students. These handicaps have made the teachers and the students quite indifferent to the noble objectives of learning. The Headmaster is the pivot of the school administration. The assistant teachers have no voice in this matter. The students do not respect the teachers as they know that the teachers are at the mercy of the governing bodies. There is no holy relationship between the teachers and the taught. Wilful avoidance of respect to the teachers is common among the students.

92. RAHIM, Mohammad Abdur. Shikkhader Shamajik Marjada (The Social Dignity of a Teacher) --- Dainik Pakistan (Dacca) October 22, 1969 (B).

Teachers nowadays do not enjoy the respect and dignity they did in the past. The meagre salary they receive is mainly responsible for the lowering of their dignity. Teachers' salaries have remained static since World War II, despite enormous inflation. A very low grade of talent is drawn toward the teaching profession, and it is not possible to maintain high professional standards in the recruitment of teachers. Teachers have no control over students. The students under the influence of political leaders are easily carried away by cheap slogans. Active interest in politics dissuades students from their studies, and they often clash with teachers.

93. RATAN KUMAR DATTA. Shushikkhoker Gunabali (Qualities of Good Teacher) --- Annual Magazine of Teachers' Training College, Comilla. 1969. 60-62. (B).

The article recounts the qualities of a good teacher. To be a born teacher a man: 1) should have healthy mind in a healthy body, should be enthusiastic, perserver_, and hard working, and have a calm temprament; 2) should be good-tempered, sympathetic to the students, and should act as their friend, guide and benefactor; and 3) should have a command over the subject and should be able to express himself in a simple, direct and lucid way.

In addition to these qualities a good teacher should know the modern techinques of teaching, he should be a voracious reader, and he should be a wise and strong administrator.

94. SIDDIQI, (Mrs.) Gool. Our Teaching Profession --- Contemporary Affairs (Rawalpindi) 1(3): 128-135. 1969.

Unsatisfactory conditions under which members of the teaching profession have to work in schools in Pakistan have been discussed. The average pay of a primary school teacher is less than that of an unskilled laborer in a factory. The refresher courses which are common in other countries for teachers are seldom held in this country. The other problems which deserve attention are commercialization of the institutions, shortage of teachers, and over-crowding of the classes.

95. SALAHUDDIN, Mohammed. Asateza ki Ma'ashi-o-Ma'ashrati Haisyiat (The Social and Economic Status of Teachers) --- Fikro Khyial (Karachi) 7(10): 7-10. 1969 (U).

There are five stages in the educational structure of our country: primary, secondary, higher secondary, degree college, and university. The pay-scale of a teacher depends on the stage at which he is teaching. It has nothing to do with his educational qualifications or experience. The poor social and economic status of a teacher is no secret. It is heartening to see that the new education policy contains a few proposals for bettering the lot of teachers. But these proposals deal only with the pay-scales of primary teachers. Similar proposals should be made with regard to teachers of secondary schools. The status of secondary school teachers is also very low. A secondary school teacher, possesses far better qualifications than his counterparts in other professions. But his remuneration is the lowest. A comparative statement of the pay-scale and promotion opportunities is presented. This shows that the secondary school teacher has the lowest salary and no chance to better his lot even if he acquires additional qualifications.

There are a number of suggestions for the improvement of the social and economic conditions of secondary school teachers.

96. Shikkhader Shomasya (The Problems Faced by the Teachers) --- Purbadesh (Dacca) December 14, 1969 (B).

The problems that the teacher community has been facing are many in number. But the most important one relates to their living conditions. Most of the teachers in private schools lead a wretched life. Their economic conditions have worsened miserably. The minimum wage fixed by the Government for a manual worker is higher than that received by a teacher. His deplorable economic condition is directly responsible for his social status will also improve. The amount of responsibility that a teacher carries for the well-being of the nation is no less important than the responsibility of a Government employee. It is, therefore, reasonable to demand that teachers be given all the rights and privileges of a Government employee.

97. TAHIR, Mohammed Akram. Ustaad ka Moqaam (The Status of Teacher) --- Qandeel (Lahore) 42(25: 19-20. 1969 (U).

If our teaching profession is not made respectable and lucrative we will fail to attract qualified and suitable men and will have to be content with those who do not fit in anywhere in the society. Our literacy percentage is falling, and one reason for this fall is the dearth of capable teachers. How can we expect a man not to remain in a profession which carries emoluments more than those of a factory hand? The lot of a high school or college teacher is no better. The poor teacher is a niggardly paid man. He does not get any benefits available in other professions.

The poor economic conditions force a teacher to look for side-job to make both ends meet. In these conditions it is too much to expect him to give his undivided attention to his teaching profession.

TEACHER EDUCATION

NRIPENDRA CHANDRA MATTA. Shikkhok Shikkhoner Prayejaniyata (Need for Teachers' Training) --- Annual Magazine of Comilla Teachers' Training College, 1969. 47-49 (B).

This is a discussion of the modern techniques of child education. Teaching and training of children is a very delicate and difficult task both for parents and teachers. The main responsibility for educating children, however, devolves on teachers who are expected to be experts in this field.

Modern education has for its objective the all-round development of human personality from his very childhood. Teaching has now become an independent science, and teachers training institutions and colleges provide specialized knowledge of the techniques of those who aspire to make it their profession.

TEACHING METHODS AND MEDIA

99. MIAH, Mohammad Hanif. Patth Tiker Proyajaniyata (Need for Planning in Lesson) --- Annual Magazine of Comilla Teachers' Training College, 1969. 24-25 (B).

The writer comments on the importance of planned classroom teaching in primarly schools. The teacher should prepare a systematic plan of the lesson he wants to teach and present the subject matter in clear and simple words in an attractive and interesting manner to the class. This requires a deep study of the subject, an understanding of the power of grasp of the students, and an orderly arrangement of the matter he proposes to present. Such planning will not only help the students in learning the subject with ease and interest but also keep the teacher from straying from the subject or falling into confusion while teaching the class.

100. NABI, A.J.M. Nur. Shishuder Aunko Shikkha - Shey Deshey Aar-e-Deshey (Learning of Mathematics by our Children and by the Children of Foreign Countries) --- Annual Magazine of Comilla Teachers' Training College, 1969. 50-52 (B).

The article discusses the comparative methods of teaching mathematics in English or other European languages and in the national languages of Pakistan, with special reference to Bengali. In English a child begins to learn counting by memorizing the numbers from one to nine. Then the tens follow easily and naturally. Similarly, hundreds follow in a set sequence in respect of pronunciation.

But the case with the national languages is different. Most of the numbers up to one hundred differ from one another in respect of spelling as well pronunciation. Thus the child has to memorize each individual number as it is spelt and pronounced. This makes the learning of counting numbers by a child very costly in time and effort. Some way should be found to bring order to the spelling and pronunciation of numbers in the national languages of Pakistan.

101. REHMAN, Mehmudur. Khushnuma Tehreer - Kamyabi ka aik Aham Zaria (Good Handwriting - An Important Mean for Success) --- Jang (Karachi) October 4, 1969 (U).

It is generally noticed that our students do not give much attention to their handwriting. They do not realize that good handwriting is a big asset as it creats a very good impression on the mind of the examiner when he casts his first glance at the answer book. As a rule, the first impression is the last impression, and good handwriting impresses the examiner favorably. It is often seen that a good student with a bad handwriting fails to compete with an ordinary student who has a good hand. If the examiner has to decipher the answer book, he naturally gets irritated and this irritation usually costs the examinee a good number of marks.

Good handwriting is an art that requires hard work and long practice.

TECHNICAL EDUCATION

102. ALI, Md. Azhar. Technical Education - A Prerequisite for Industrial Society --- Pakistan Observer (Dacca) December 31, 1969.

In East Pakistan a serious gap exists between the requirements and the availability of technical hands. The following remedial steps may be suggested: a) The present system of primary education is general and non-vocational. To give it a vocational bias manual work should be included in the curriculum. b) At different levels of schooling, emphasis should be laid on learning through practice and observation. c) The trend to include technical subjects in general secondary education should be encouraged. d) Adequate facilities should be provided to help a student pursue his studies in accordance with his ability, aptitude and interests. e) The implementation of any change should be gradual and steady.

103. **KHAN**, Abdul Azeem. Karachi aur Funni Ta'aleemi Sahoolatein (Karachi and the Technical Education Facilities) --- Jang (Karachi) December 9, 1969 (U).

In a big city Karachi there is only one government engineering college and one government ploytechnique institute. In the private sector there are two technical institutes, Saifi Institute of Technology and Jinnah Polytechnique. Karachi is a big industrial city, but it lacks facilities for technical education. Only 290 students from Karachi can be accommodated in these technical institutes, whereas the applicants every year exceed two thousand. Private institutions in the city do not have sufficient equipment and appliances for technical training, and they do not get any government subsidy.

This situation is alarming. Education planners should make some provision for technical education in Karachi. It is heartening to note that the new education policy has suggested a technically biased education for the coming years. The writer makes a number of suggestions for the improvement of technical education in Karachi and throws some light on the technical education facilities in other parts of the country.

104. **SATTAR, M.A.** Technical Education in West Pakistan --- March of Education (Karachi) 1(2): 33-38. 1969.

In the past, technical education was a very neglected field in the scheme of education of our country. It was only after Pakistan came into being that the need and importance of technical education became most pronounced. Surveys were conducted to [illegible] the need of technical personnel. These surveys confirmed the need for educational facilities for training engineers, engineering technicians and skilled workers. The Government took keen interest in the field and there was a phenomenal growth in every branch of technical education. The whole system was reorganized and was placed on sound footing.

There is a brief mention of the educational facilities provided for engineers, engineering technicians and skilled workers. There is also a description of vocational training fôr girls and professional training of commercial and office assistants. It is suggested that the government alone cannot meet the burden of technical education, and that individual industrialists or groups of industrialists should actively participate in the promotion of technical education.

105. Technical Education --- Pakistan Observer (Dacca) (Editorial) October 13, 1969.

Education by and large still remains general in character, and the present rush for higher education stems from the fact that the diversification of education needed at the appropriate levels has not yet been initiated. Our proportion of higher education in comparison to advanced countries is wastefully high. The educated manpower thus turned out is not productively employed even where employment is available. The demand for technically qualified personnel is rising and is bound to rise in future with the widening of the industrial base. The pace at which East Pakistan is advancing in the field of technical education should be guaged from the progress made during the Third Plan period. During the period less than half the allocation (Rs.134.396 million) for technical education was spent, and about only a quarter of the allocation (Rs.76,568 million) for vocational and trade duca-tion. This is so in spite of the fact that the province is yet to have a full-fledged Technical Education Board and more technical institutes.

WOMEN'S EDUCATION

106. BEGUM, Rashida. Education of Women in Pakistan --- Morning News (Dacca) November 29, 1969.

The question of women's education in Pakistan must be considered from the individual, social, and national points of view. The questions which deserve attention are: 1) How well the education suits the abilities and aptitudes of girls and satisfies their basic needs; 2) How far the education contributes to family needs; and, 3) Whether the investment in women's education is productive in terms of national development.

The gradual growth which has been achieved in the field of women education within these twenty-two years is encouraging. Due recognition was given to women's education under the First and Second Five-Year Plans, and in the New, Educational Policy proposals. The increase in the girls' enrolment has been greater than that of boys at all levels of education. But the important question which would to a large degree determine the pace and direction of women's education in the country is the social attitude toward wome's education.

107. JAHAN, Mamtaz. Meyedera Shikkha Kirup Houya Uchit (What Kind of Education Women Should Get?) --- Lalana (Dacca) V(29): 20. October 31, 1969 (B).

The true education for women means an education which makes them fit for the day-to-day life of their family and society. The writer suggests guide-lines for the education of women. The important suggestions are: a) Compulsory schooling to promote fellow-feeling and social adjustment. b) Encouragement to attend social functions, games, and to learn dancing and singing. c) Special education in household affairs and cooking. d) Women should receive training in family relationship.

GENERAL

108. Directory of Pakistani Scholars Abroad 1966-67 - Part I, II and III. --- Central Bureau of Education (Karachi) p. 39, 95 and 89. 1969.

The Directory published in three volumes is an annual publication of the Central Bureau of Education. It is designed to furnish basic information about Pakistani scholars studying various subjects in different countries. The main purpose is to help the potential employers such as universities, research institutions and other organizations in Pakistan in their quest for talent, so that they can take suitable steps to attract talent back to the country. The contents of the three volumes comprise: Part I covering countries beginning with the letters from A to T (e.g. Australia to Turkey) in alphabetical order; Part II consisting of United Kingdom only; and Part III consisting of the remaining countries beginning with the letters from U to Y (e.g. U.S.A. to Yugoslavia) in alphabetical order.

109. GHANI, S.A.B. Usman. Shikkha Boibosthai Ek Nazar (A Glance at the System of Education) --- Dainik Pakistan (Dacca) November 11, 1969 (B).

The writer points out two major problems which beset education in Pakistan. The most disquieting problem is that of curriculum. It is in harmony neither with the needs of the time nor with the psychological needs of the students. The books prescribed are of low academic quality, and are too many in number. The dearth of qualified teachers is the second difficult problem in the field of education. The basic reason for the failure of the teaching profession to attract talent is the meagre salary of teachers, particularly at primary and secondary school levels. Most of the teachers are busy with private coaching, or with other part-time jobs. For a good number of incumbents teaching profession is a stop-gap arrangement, and as soon as they get better jobs, they leave the profession.

110. HUQUE, Abu Obaidul. Problems of Our Education --- Pakistan Observer (Dacca) November 26, 1969.

Identification of educational problems is easier than their solution. With some educational problems final solution is very difficult, but through proper action their adverse effect can be minimized. During the Second and Third Plan period the amount of money spent and progress made in our education sector were appreciable but not adequate. The problem of finance is at the root of almost every problem involved in our education.

In recent years increasing student unrest has become a dangerous threat to our education. High percentage of student failure is also creating serious drain on our national economy and productive manpower.

The most serious problem of our education is the problem of our teachers. Their salary is meagre. Accommodation is the second problem of our teachers. A few educational institutions provide a few teachers with accommodation facilities. Teachers are also deprived of medical facilities. Though there is provision for medical facilities in the government schools and colleges, it is not sufficient to help all the teachers.

111. HAQUE, M. Ashraful. Education in Pakistan --- Pakistan Observer (Dacca) December 7, 1969.

This is a general comment on education in the country, highlighting the main educational problems and needs. There is a need for creating greater educational opportunities at the village level. More schools are needed in villages. The education at primary level must be made free, and books and other stationary should also be made available to the children free of cost. The present trend of giving higher education to all should be discouraged and only the talented few should be allowed to go in for higher education. Teachers' position is pivotal to any educational system. In Pakistan we need more teachers. The teaching profession should be made attractive to draw the necessary talent. The education of women also deserves greater attention.

112. KAZMI, A. An Educational Wing for the RCD: A Suggestion --- Dawn (Karachi) October 19, 1969.

The writer discusses his proposal to set up an educational wing of the RCD (Regional Cooperation for Development between Pakistan, Iran and Turkey). If the RCD is to abide and to enlarge its scope, as it should, then the younger generation should be educated in its aims and purposes and trained to carry them out with faith and conviction. Education is perhaps one of the most effective and lasting ways of doing it. A skeleton scheme has been presented outlining the aims and objectives and the organization and structural details of the proposed RCD Education Wing. Educational cooperation between the three countries should be designed to promote research on common educational problems, greater exchange of students and teachers, translations of literature, cultural and intellectual activities, and setting up a school of Muslim languages. The writer discusses each of these items separately and emphasizes the necessity for closer cooperation between the three Muslim countries.

113. RAHMAN, Wajihur. Old Pedagogy and Modern Education --- Pakistan Observer (Dacca) December 17, 1969.

While attempts have been made to modernize the content and teaching methods in other subject areas, in matters related to pedagogy we are still in the nineteenth century. In our institutions of professional education and teacher training, the instruction and training are based almost exclusively on the ideas and methods of ancient pedagogues, tradition-bound professional teachers, and educational thinkers whose theories have become irrelevant and outmoded in this age. The recently published report on Manpower Planning in East Pakistan (1969) points out that from the facilities to be created up to the end of the Third Five-Year Plan it would not be possible to eliminate more than 50% of the gap between the supply and the demand of trained teachers. The actual shortage of professional skilled teachers will probably be even more acute at the end of the Third Plan period than at its beginning. From this two conclusions seem inevitable: 1) facilities for quantitative increase in the number of trained teachers must be greatly extended; 2) the approaches and concept of conventional pedagogy must be thoroughly examined in the light of modern ideas and new practices.

114. Shikkha Ekti Jatio Shampad (Education - A National Wealth) --- Dainik Pakistan (Dacca) November 9, 1969 (B).

The developed countries view education as a potent source of national wealth. In Pakistan education is not viewed with the seriousness it deserves. Even after twenty-two years of independence, we are far from having developed a long-term educational policy acceptable to all. No sound policy decisions have been made regarding major educational issues, such as the medium of instruction. Public commitment to education in terms of budgetary allocations is very little, and education is fast getting beyond the means of the common people. There is an increasing tendency toward the commercialization of education and it has become a source of private profiteering rather than of national enlightenment.

115. Shikkar Shomasya (Problem of Education) --- Paigham (Dacca); December 8, 1969 (B).

Curriculum development is the most pressing problem in the educational system of Pakistan. A curriculum was prepared in the light of the recommendations of the Commission on National Education and with the help of the Curriculum Committee. Although it was not an ideal curriculum, even at that no adequate steps were taken for its implementation. The lack of requisite number of well-trained teachers and other related educational equipment and facilities stand in the way of curriculum implementation. The apparent lack of coordination among the teachers, students, educational administrators, planners, and parents, affects the entire educational program including curriculum. Unemployment problem is another threat to our education. There is urgent need to clearly outline the functional objectives of our education, and create greater opportunities of education for the graduates after they have completed their education.

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TEXTBOOKS (Special Section)

[illegible]

116. ABDUL BARI, Mian. Darsi Kutub ki Masnuee Qillat (The Artificial Shortage of Textbooks) ---
December 1969 (U).

> The publication and distribution of textbooks in time is a very serious problem. As textbooks are not available in time, the publication of pirated textbooks has become a common practice. There is hardly a single title of the Textbook Board which is not pirated by the publishers who thrive on shady business.
>
> Since the pirated editions are brought in the market in haste, they are full of errors and carelessly printed on very inferior paper. All these editions provide easy money to publishers. Publishers deliberately create artificial shortage of authentic editions and thus sell their pirated books instead. The writer interviewed a number of booksellers and reported their opinion on the matter. There are a number of suggestions to improve the present system of distribution of textbooks and curb the sale of pirated editions.

117. Abolish Monopoly in Textbook Trade --- Pakistan Observer (Dacca) May 21, 1969.

> Absence of good textbooks has proved a hurdle to the progress of education among our children. The textbooks available in the market do not fulfil the basic needs of our young learners. As a result, they are compelled to go through those books which are in most cases written not by scholars adapt in writing textbooks. These unscientifically written textbooks do not generally give a correct picture of the subject matter discussed in them. The control on textbook writing, maximum profit making, and selling of these books with notes and keys have made the malady much deeper than it appears to be. This makes the foundation of children's education faulty and weak, and our boys and girls do not get any interest in reading these books. It is high time this trend was checked and the process of textbook writing streamlined on a scientific basis. In this respect the responsibility of our educators and social reformers is very great. They should make a concerted effort to solve this pressing problem.

118. GILANI, Mrs. Akhtar Sultana. Books Our Most Effective Medium of Education --- March of Education (Karachi) 1(2): 73-76. 1969.

In the midst of a horde of modern media of transmission and mass communication of knowledge, books continue to hold the most prominent place. Books have played a tremendous part in transmitting human civilization from generation to generation. For centuries we have supplied and appraised education in terms of books. As such, the present day shortage of books in Pakistan, especially, of good quality textbooks is a serious handicap to the cause of learning. Textbooks are a classroom tool with which the teacher fashions his instructional program. Next to the teacher himself, the textbook perhaps exerts greater influence than any other factor upon the curriculum. Production and supply of good quality books in sufficient numbers is a major problem in all underdeveloped countries today including Pakistan.

119. Patthapushtak-o-Note Boi (Syllabus and the Note Book) --- Azad (Dacca) (Editorial) December 10, 1969 (B).

Despite repeated expressions of concern through articles and editorials little has been done to discourage the sale and purchase of note-books. Students depend on note-books as they appear to be an easy way to make the grades. They cram the notes and regurgitate it in the annual examination. Most of the teachers are also inclined to teach the class with the help of note-books. Recently, booksellers and publishers in East Pakistan have decided to reduce the prices of note-books to attract the students in a far greater number. The booksellers and publishers are doing so because textbooks are not published in time. When the students do not get the textbooks in the market, they, as a last resort, take the help of any note-books available to them.

120. Pattho Boier Mullo Brithi (The Rise in Price of Textbooks) --- Paigham (Dacca) (Editorial) May 3, 1969 (B).

The writer expresses concern over the rising prices of textbooks. The East Pakistan Textbook Board was set up to provide high-quality textbooks at cheaper prices. But this expectation has been belied. These books are not easily available and their prices are also fantastically high.

This has adversely affected the ratio of education. Even after the hue and cry raised by students and parents, the Textbook Board has made no attempt to improve the situation. The prices of books have continued to rise, in some cases to hundred per cent. The Board would have been justified in charging higher prices if the quality had been up to the mark. The writer urges the government to investigate the matter and save the situation from worsening.

121. Pattho Pushtaker Maan (The Standard of Textbook) --- Dainik Pakistan (Dacca) (Editorial) May 13, 1969 (B).

The writing and publishing of a textbook should not be taken lightly; but the majority of our publishers do not take this job with the seriousness it deserves. They are only after profit. Publishers should, of course, have their profit, but it should not be at the expense of the quality of the book. The compilation of the book and its production must be upto the mark. Many publishers purchase the manuscripts from ordinary writers at a very low cost and print the books under the names of well known writers. This is an unethical practice which brings bad name to publishers themselves and hurts the cause of students. If the students are not supplied books of standard quality their education will suffer immeasurably. The responsibility for improving the situation rests primarily on the Textbook Board and the publishers.

122. Pattho Pushtak Prashonge (About Extbook) --- Ittefaq (Dacca) (Editorial) May 13, 1969 (B).

The major complaints against East Pakistan Textbook Board by teachers, guardians, students and even the booksellers are: 1) The booksellers are not prepared to sell textbooks without note-books; 2) The prices of textbooks have been raised although there has been no increase in size, pages and quality of the books; 3) The books are not made available in the market during the first three or four months of the academic year; 4) As the books for primary classes also are printed on newsprint, they do not last long and parents have to purchase the same book three or four times during an academic year; 5) The contents of the books have lamentably deteriorated. The editorial suggests that the Textbook Board should utilize the services of notable educators in the country in the preparation of textbooks. Unless effective steps are taken by the Board to improve the quality of the textbooks the uprorar against the Board will continue as ever.

123. Pattho Pushtak Prakashna (Publishing of Textbooks) --- Paigham (Dacca) (Editorial) May 13, 1969 (B).

Effective dissemination of education largely depends on a Textbook Board. The Textbook Board was created to improve the quality of textbooks and their printing and distribution, and to bring down their prices. Contrary to all expectations, the prices of textbooks produced by the Board have risen fantastically, and the standard of production has fallen. The process of distribution is so bad that the books do not reach the students even three or four months after the beiginning of the academic session. The delays in the printing and supply of textbooks to the book-shops has given rise to black-marketing and profiteering. In order to improve the situation the writer suggests that (1) the price of a book published by the Board should be moderated; (2) special attention should be paid to the printing and production of books; (3) books for primary classes should be produced on white printing paper instead of on newsprint; and (4) books should be published well in advance of the commencement of the session.

124. Quality Textbooks --- Pakistan Observer (Dacca) (Editorial) August 25, 1969.

The quality of textbooks has so far been among the main targets of criticism by experts and laymen alike, and it is good that it has now been taken note of by the official organs responsible for making textbooks. It is worth repeating that quality is invariably dependent on free competition among authors and publishers. But free competition must be more than nominal, i.e., must be available in proper measure outside the official document that stipulates it. To make it as fruitful as it is intended to be, we have to insure that the process of selection, rightly still controlled by the relevant official agency, must be based on total impartiality, religious regard for the principles laid down on considerations of merits of individual books submitted, and rigorous elimination of all regard for favourtism and nepotism. All that is needed must be done before the new session begins in schools.

125. MIR, Niaz. Our School Textbooks --- Dawn (Karachi) August 10, 1969.

The books produced through the agency of the provincial Textbook Boards are poor in get-up, badly bound and printed on low-quality paper. They are so unattractive that they fail to motivate the pupils to learn. They bristle with errors and misprints.

This was the impression of the writer after he thumbed through the pages of a book of social studies produced by the Textbook Board. Apart from the physical features, the contents of the books also have much to be desired. The book contains a number of passages which give a wrong, exaggerated and highly colored account of various personalities and events.

126. SIDDIQUI, Shamim Fatimah. Ischool ki Darsi Kitabein (The Textbooks for Schools) --- Hurryiat (Karachi) August 18, 1969 (U).

Since the Provincial Texbook Boards have undertaken the responsibility of providing the books to students, the standard of the textbooks has been deteriorating considerably. The present standard of production is really hopeless. The readability of the books is poor, the paper is far too inferior, and the title covers are no thicker than the text pages. The type faces used for the text are not only unattractive but also quite unintelligible and difficult to read. Similar is the case with binding and other physical features of the books.

Compared to the books used in some of the more advanced countries, the books in our country are below standard. The contents of the books supplied by the Textbook Boards are not in harmony with the psychology of the small school going children. There are too many mistakes in these books. The standard of our textbooks was much better when the job was in private hands. With the new educational policy, we hope something will be done to improve the standard of textbooks in contents and form.

127. Textbooks Again --- Pakistan Observer (Dacca) (Editorial) May 2, 1969.

School textbooks are a vital element in the system of educating a people. In East Pakistan, after a School Textbook Board had taken over the work of writing, printing and distfibuting textbooks, there have appeared many complaints from the general public about the textbooks during the last few years. The latest complaint is about the high prices of such books. The trade monopoly in school textbooks seems to have encouraged the Textbooks Board to increase the prices on the stock excuse of rising cost of production. If the record of performance of the Board for the last few years is any guide, the experiment of creating a government controlled monopoly has only produced certain inevitable ills. The purpose with which the Board was set up, namely, raising the standard of books and making school education cheaper and easier for a poor country like ours, has been defeated. So the solution lies in reverting to the old method of open competition in the matter of writing, publishing and selling textbooks. Competition among publishers will also help reduce the prices.

128. **WAHEED, A.** Production and Distribution of Reading Material --- Enterprise (Karachi) XVIII (July-August) : 11-13 and 25. August 1969.

The writer advocates private initiative and enterprise in publishing textbooks and other reading materials. The government monopoly in writing, publication and distribution of educational textbooks can be detrimental to national progress and can lead to the enslavement of the mind. The monopoly of publication and distribution by the government during the past decade seriously jeopardized the rights of private publishers and booksellers. The possibility of competitive production and publication of textbooks and other reading materials was eliminated which affected the quality of books. The authors, petty publishers, printers and booksellers had to take recourse to publishing help books, notes and keys, and bringing out spurious editions of textbooks and trash literature for their survival. Thus the policy hindered the healthy growth of the publishing industry in the country. In a developing system of education the writing, compiling, preparation, printing and distribution of textbooks should be left entirely to private sector. The state should prescribe standard syllabi, inviting authors and publishers to submit in open competition books prepared in accordance with these syllabi and reserve to itself the right of selecting the best books and placing them on the prescribed and approved list. The state should also promote research in the production of textbooks and prescribe guide-lines to publishers and authors.

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